

ELLA L. DRAPER
Connected with the Bloomfield Public Schools from 1883 to 1920.

Annual Report
of the
Board of Education

Bloomfield, New Jersey
1920

THE INDEPENDENT PRESS

3

Ref
379.7493
B

BOARD OF EDUCATION

FREDERIC R. PILCH, President

JAMES C. BROWN, Vice-President

CHARLES T. HOCK

BENJAMIN HASKELL

WILLIAM H. VAN GIESON

EDGAR S. STOVER, Secretary

INSTRUCTION COMMITTEE

CHARLES T. HOCK

WILLIAM H. VAN GIESON

BUILDING COMMITTEE

JAMES C. BROWN

BENJAMIN HASKELL

FINANCE AND SUPPLY COMMITTEE

BENJAMIN HASKELL

FREDERIC R. PILCH

BOARD OF SCHOOL ESTIMATE

FREDERICK SADLER, Chairman

EDWARD J. HUGHES

FREDERIC R. PILCH

HENRY M. ALBINSON

CHARLES T. HOCK

EDGAR S. STOVER, Secretary

GEORGE MORRIS, Superintendent of Schools

REPORT ON SCHOOL WORK.

OFFICE OF THE SUPERINTENDENT OF SCHOOLS,
BLOOMFIELD, N. J., JUNE 30, 1920.

Board of Education:

GENTLEMEN: For reasons well known to you, the Superintendent has not written the usual yearly report. In its place he presents a review of the year's work compiled by the Vice-Principals of the High School and the Supervisor of Elementary Education.

On December thirty-first last year, the resignation of Miss Ella L. Draper, for many years Vice-Principal of the High School, took effect and her official connection with the school ended. Her duties as an administrative officer were performed with a faithfulness, an earnestness and a spirit of fairness which spelled her marked success and which commanded the confidence and esteem of those with whom she came in contact.

In closing this brief introduction, I wish to express my appreciation of the manner in which supervisors, principals and teachers have met the heavy demands of the year and of the very kindly treatment accorded me by the members of the Board of Education.

Yours very truly,

GEORGE MORRIS.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: The paramount concern at the beginning of the year 1919-1920, as of any new school term, was to adjust the tentative schedule to the conditions which actually confronted us—conditions quite different from the seeming probabilities on which the tentative schedule was built, and causing new divisions or combinations of classes and in some cases even different assignment of work.

Although to a casual visitor the school would have seemed by the second day to be quite in working order, many days passed before all adjustments had been made and each pupil had finally completed his permanent schedule.

Each year the increasing number of pupils requiring, for various reasons, individual assistance in solving their schedule problems has, perhaps, more than any other one thing, forced home to my mind the growth of the High School, and this year the fact that I was giving this assistance for the last time led me to reflect more than ever upon a comparison of the present enrollment of 500 with that of 1883, when, with an enrollment of only 43, the matter of schedule did not seem to be a problem at all. Even in 1913, the date of entering the new building, when the enrollment was about 350, plenty of room seemed to make other difficulties of small moment. At that time, that the question of room for seating the pupils and for recitations would within six years be a serious one would have seemed almost absurd.

After all desirable adjustments had been made, and every one had settled down to a smoothly working routine, the realization that soon my relation with the school would be severed caused me to feel that now my particular task, other than to maintain the usual standard of work, was to "set my house in order" for my successor. In accomplishing this, various duties occasioned much retrospection and I was frequently reminded that many, many pleasant memories will ever remain of my years in the Bloomfield High School.

I would not be willing to close this, my last report as Vice-Principal of the High School, without expressing my appreciation of the cordial and sympathetic support which you, as Superintendent of Schools, have always given me during the fifteen years of our working together.

Respectfully submitted,

ELLA L. DRAPER.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: On January 1st, 1920, Miss Ella L. Draper, for thirty-six years connected with the High School, and for many years the Vice-Principal, retired from active duty. The excellent record our High School has won in the business and collegiate world is due very largely to the noble and inspiring work done by Miss Draper. Feelings of regret were everywhere expressed when it became evident that she was about to leave. The faculty gave a farewell party, at which appropriate toasts were given, and a suitable gift presented. The student body also presented her with a present as their token of appreciation of her kindly services rendered them. The Latin Club, a live organization of the school, expressed its appreciation of the loyal support and helpful co-operation from the office by presenting to the school an enlarged photograph of Miss Draper, which now adorns the main corridor.

It was at this time, January 1st, that your present Vice-Principal assumed the active duties of his office. It is needless to say that many and perplexing problems presented themselves from time to time, but with the able assistance and hearty co-operation of yourself and the teachers, the year's work was finally completed with a degree of satisfaction.

It will be interesting to note that from January 1st to the end of the school year there was not a single day when the absence of one or more teachers did not reflect itself upon our work. The large number of absences noted, both on the part of teachers and pupils, was mostly due to sickness. Possibly never in the history of the High School has the percentage of absences been as great as this year. This condition has made it increasingly difficult, both for teachers and pupils, to do their best work; yet we feel that the results have been most gratifying, as evidenced by the fact that one of the June graduates attained 104 counts, while but 80 counts are required for graduation.

Four years ago February 1st, the first mid-year class came into the High School from the Park School. The members of this class having successfully completed their four years' course were graduated from the High School February 1st, 1920. It numbered thirty-five members, of which several returned for

post-graduate work. A few entered Normal School, while the remainder found ready employment.

Since February 1st, the eight half-year classes have all been fully organized, and faculty advisors appointed. The following classes have already rendered appropriate programs during the regular assembly periods, which were very much enjoyed by the school: IX-B Class, IX-A Class and the X-B Class. It is planned that each class will give at least one program during the school year, which we believe will do much toward creating a good and wholesome school spirit.

On February 8th, the High School was saddened by the news that Joseph Stevens, a teacher in the Commercial Department, had died of pneumonia. The services rendered by Mr. Stevens were very valuable, and his death has occasioned a great loss.

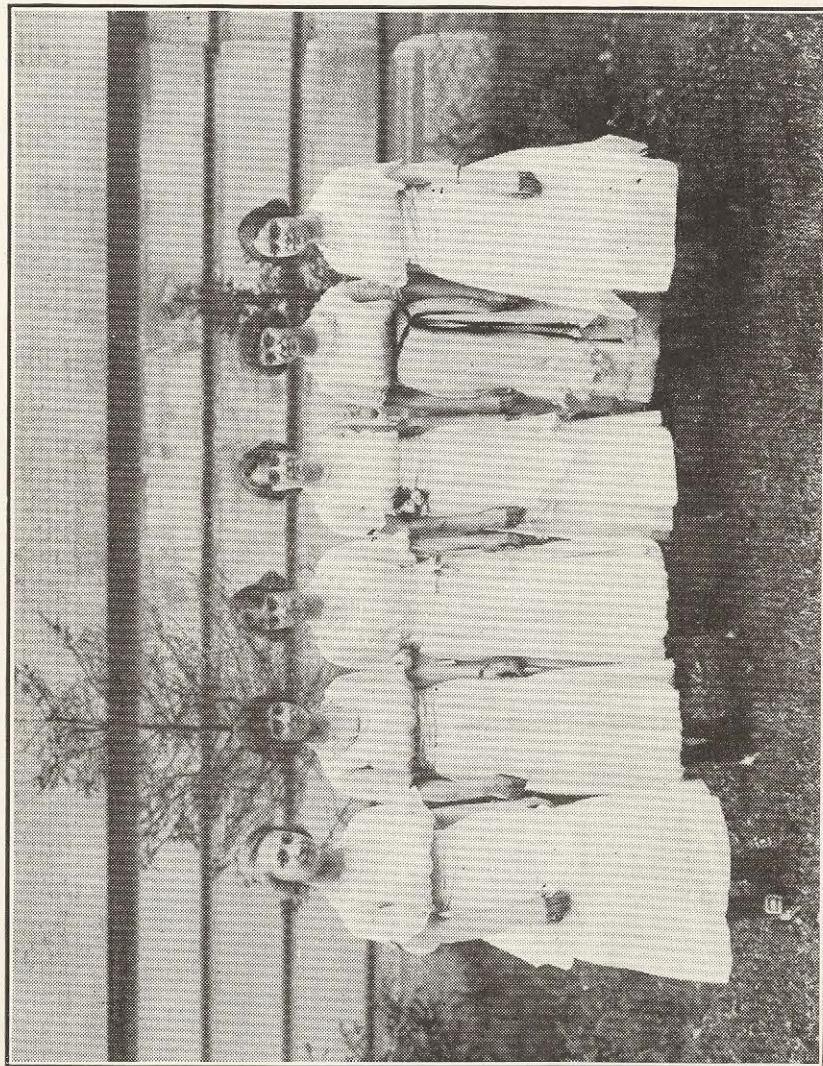
Household Arts.

The work in this department has maintained its high standard. Under the supervision of Miss Clara E. Schaufler, six of the senior girls made their Class Day dresses. Four of these girls used designs made in our advanced costume design class, and the other two adopted their own designs. The materials used were organdie and cotton voile, and at this time when the high cost of clothing is so much in evidence, it will be interesting to note that these dresses cost between \$8 to \$13 each.

The various cooking classes prepared and served a number of luncheons to the faculty, at a cost not exceeding thirty cents per member. This gave the girls practical experience in this most important household duty.

Music.

The High School maintained a choral class of about twice the membership of last year, and the services rendered the school during the year have been of a high order. Under the efficient leadership of Mrs. Esther Bowman, Supervisor of Music, the Choral Class and Orchestra rendered an excellent concert May 21st. Part singing has been introduced during the assembly periods with most gratifying results.



HIGH SCHOOL GIRLS WEARING CLASS DAY DRESSES MADE IN SEWING CLASS—JUNE, 1920.

On two occasions Tony San Ambrogia, a former High School pupil, gave the school a violin recital. This young man displayed great skill and aroused the enthusiasm of the pupils to a high degree.

Addresses.

The High School has been exceedingly fortunate this year in securing the following persons to give talks during the assembly periods. While there are no funds available to compensate these speakers for the excellent service rendered, yet we have the assurance that the attention and interest displayed by the students went a long way in satisfying them that their services were not in vain.

October 28th—Dr. Arthur G. Pilch gave an instructive talk on "The Preparation for the Practice of Medicine."

November 11th—Elmer Brugmann and Malcolm Spinning, members of the Senior Class of the High School, gave a very interesting lecture on "Liquid Air." The liquid air was supplied by the Western Electric Co. of New York.

January 6th—Raymond Berry and Dorothy Rickenbacher, members of the Newark Junior College, gave a talk on "The Work of the Newark Junior College."

February 20th—Dr. Charles S. Ryman gave a stirring address on "Our Republic and Its Needs."

February 29th—David Walsh gave an address on "Appreciation of Music."

March 16th—Prof. Robert Moore, Colgate University, gave a very helpful address.

April 20th—Dr. William H. Bently gave a talk on "The Care of the Teeth."

May 20th—Cameron Beck, Secretary of the Sub-Committee of Employees of the New York Stock Exchange, gave an address on "Personal Efficiency."

May 27th—George W. Lawrence gave an address on "The Civil War." Mr. Lawrence is State Patriotic Instructor of the Grand Army Post, and is always accorded a warm welcome by

our High School students, as is Drummer Joseph Wambold, who usually accompanies Mr. Lawrence, as he did on this occasion.

Visits—Teachers and Pupils.

A majority of the teachers attended State and local meetings, where programs relating to their respective departments were rendered, and in a number of instances members of our faculty led the discussions.

Saturday, March 13th, ten of the High School teachers visited the Thomas A. Edison Industries, Orange, New Jersey, where a round table conference was held with their Employment, Personnel and Educational Departments. The object of this meeting was to get in closer touch with large industries and their organizations, which later become the employers of our High School pupils, and learn from them some of the demands they exact from their employees. It is needless to say that such a conference proved very helpful, and plans for similar visits to other large industries are now being formulated.

March 14th, Miss Genevieve Crissey and a number of her Spanish students visited a Spanish church and a museum in New York City.

March 18th, a visit of teachers and thirty pupils was made to the Westinghouse Lamp Company, where an opportunity was afforded to go through their large plant and see the various operations performed in the making of electric lamps.

April 24th, Miss Palmer and a number of her art students visited the Museum of Art in New York City.

May 8th, the Vice-Principal and ten seniors visited the New York Bank Clearing House and the New York Stock Exchange; a similar visit was made June 12th, with different students.

May 26th and June 1st, other visits of teachers and pupils were made to the Westinghouse Lamp Company.

On two occasions Miss Ruth A. Decker, a graduate of the Monclair Normal School, accompanied a number of senior girls who are interested in the teaching profession to the State Normal Schools at Newark and Montclair. Realizing the teacher short-

age throughout the country, an effort is being made to encourage High School girls to take Normal School courses.

Library.

Definite plans have been made to encourage the use of the High School Library. A specially trained librarian has been engaged to take charge of the work, and assist in the English department. Several large donations of valuable books and magazines have been received during the year.

Athletics.

The football season was opened in the fall with a full realization that an almost entirely new team would have to be trained, but with the determination of Mr. William Foley, our coach, the school played its schedule, winning a reasonable number of games.

The basketball season opened with a similar experience. Most of the former first team players were graduated last year, which necessitated breaking in a new first team. These candidates went into this sport in a manner deserving credit and finished the season with more than 50 per cent. of the games won.

When the time came to organize the baseball squad and begin the usual practice the school found itself without a suitable ground even to practice on, and this condition confronted the team throughout the entire season, as the Essex County Park is not opened for public use until some time in May. More than ever before has the need of an appropriate athletic field made itself felt this year. It is needless to say that our teams cannot meet in competition with other teams which have the advantages of an early practice, and expect to win out with these odds against them. But even with the conditions as they were just 50 per cent. of the games were won by our team.

On March 25th and 26th, the annual gymnasium exhibition was given before two large audiences. Dr. Maroney, State Supervisor of Physical Training, attended the exhibition and commented favorably upon the excellent work done by Miss Edith Russell, the physical instructor. Our High School had the distinction of being the only High School in the State maintaining a girls' gym. team.

The graduating class in June numbered twenty-eight. Of this number nine expect to attend college, three Normal School, while the rest will accept various positions which have been offered them even before completing their courses. Never before has the demand for High School graduates been as marked as this year. No less than a dozen requests, from commercial houses, were received during the last two weeks of school. Every request which comes to us evidences the fact that a premium is placed upon the High School graduate, when positions of honor and trust are to be filled. The day has surely passed when undergraduates can compete with those who have finished the High School course.

Respectfully submitted,

EDGAR S. STOVER.

Mr. George Morris, Superintendent of Schools:

MY DEAR SIR: In this report, I shall endeavor to give a general review of what has been done in the Elementary Schools for the education of the children of Bloomfield during the school year and to refer to some problems that will confront us in the future.

The year has been an unusually hard one for everybody. The unrest throughout the country industrially, politically, and financially, following so closely upon the nervous tension all people were under during the period of the World War, reflected back upon the teaching staff, bringing many problems and anxieties, thus causing worries that seemed impossible to cast aside. A great deal of sickness among the teachers and children, together with the inroads made by the smallpox scare, caused a great falling off of attendance, which necessarily retarded the pupils' progress in their studies. However, there is cause for gratification upon looking back over the past year with all its discouragements, to find that the faithful loyal teachers have attained progress under exceptional conditions.

The personnel of the teaching force has been changed more than has been the case, I think, in many years. Several teachers have had prolonged serious illnesses, and some have had to give up their work entirely.

Meetings.

Many teachers' meetings were held in which a general sur-

vey of the grade accomplishments were made, classwork was compared, suggestions were given and discussed. A splendid co-operative spirit in exchanging ideas and methods characterized these meetings and demonstrated the earnest endeavor of the teachers to improve the quality of the work.

Freedom in initiative and divergence of method are particularly desirable. Originality and broadness of plans are encouraged, for the insistence upon uniform methods would be fatal to progress.

Besides these general grade meetings, I have had conferences with individual teachers regarding questions peculiar to their classes. This I wish to encourage, for it brings us into closer sympathy and contact with the everyday classroom problems, and thus suggestions and advice can be given to help them with their solutions.

Grade Tests.

During the first term of the school year, uniform tests in the fundamental subjects were given in all schools in grades three to seven inclusive. In order to make these tests uniform and perfectly fair, the teachers submitted four or five questions on each subject. These questions were compiled and ten to twelve were selected in each subject. At a stated time the uniform tests were given. The results were very illuminating and helped us to see wherein our work needed strengthening.

The last term of school I endeavored to give a personal test in oral reading in every grade of the elementary department, but pressure of unexpected necessary work prevented me from completing the task I set out to do. My aim was to test and compare the pupils' ability in "sight" reading, thought getting and word mastery. Notwithstanding the many interruptions in my project I heard 1245 pupils read in 42 grades. The results showed very little variance in any grades, which was extremely gratifying.

Educational Measurements.

The use of scientific measurements or "standard tests" is needed to determine the efficiency of instruction, whether or not

our schools are properly graded, how we compare with other schools in the country, and to enable the Superintendent, Principals and teachers to detect the strong and weak points in our work. Such measurements will furnish us with adequate knowledge where to direct emphasis and prescribe remedies where weaknesses are detected.

It is hoped we can follow out your suggestion of securing Dr. S. C. Crow of Rutgers College to give a course of lectures on Educational Measurements next year.

Classroom Work.

Notwithstanding the many handicaps, the principals, supervisors and teachers have worked most earnestly to accomplish normal results and healthy progress has been achieved. The fundamentals in all subjects have been strongly stressed. Methods and devices have been used to develop, verify and strengthen the work.

Socialized recitations, where the subordination of the teacher and the activities of the pupil are made prominent, have been used successfully. Recitations conducted in this way, as a summary review of topics studied in geography, history, spelling and English have afforded many opportunities of developing self-confidence, initiative and clear thinking on the part of the pupil. Under the careful guidance of the teacher, these recitations compel the child to face situations that demand careful organization of knowledge, also they incidentally create a bond of sympathy and courtesy to classmates besides watchfulness for good English and critical discussion of good points as well as defects of the lesson.

Our aim in every recitation is to motivate the work, so that the pupil realizes the utilitarian value of the subject. "Four minute" speeches, debates, how to conduct a meeting along parliamentary lines, compiling class newspapers, planning programs for school entertainments, dramatizing historical and literary prose and poem selections, writing letters of sympathy to teachers and classmates who are out of school through illness or other

trouble, are a few of the many ways that will demonstrate the types of motivation used.

In spelling we are still drilling on the "One Hundred Demons," besides the regular work laid out in the Course of Study. Spelling matches are ever popular and are given frequently.

In arithmetic every endeavor is made to emphasize the practical application and to co-ordinate with such activities as are related to the civic and industrial life. Teachers have sought the advice of business men as to their needs, and in this way we are endeavoring to adjust our work to the practical demands of life. It is the earnest endeavor to impress upon the pupils that absolute correctness is essential. To this end, in every school, daily reviews in the fundamentals are given to insure accuracy and speed.

Our work in penmanship is still far from meeting our standard of requirements, although the teachers are putting forth every effort to strengthen this work. To have every child write a plain, legible hand with ease and rapidity is our goal, but we are not always satisfied with the results accomplished.

History lessons have not been made a mere chronicle of events. Biographies of the lives of the great makers of our world's history have been studied. The trials and sacrifices made by great and good men and women for their country cannot fail to inspire and arouse a spirit of emulation in the pupil.

Americanization and all that it means are lessons that are given much attention, for it is of the utmost importance that no pupil should go into the world ignorant of his country's history and his own civic duty.

The importance of memorizing standard selections is not overlooked. Lincoln's Gettysburg Address, patriotic hymns, prose and poems bearing upon topics studied represent the type of work done along this line. In the geography classes, great attention has been given to the natural inter-relations of climate, productions and civilization. To make the work concrete, much use has been made of maps, postcards, pictures loaned us from the public library, newspaper and magazine articles, railroad fold-

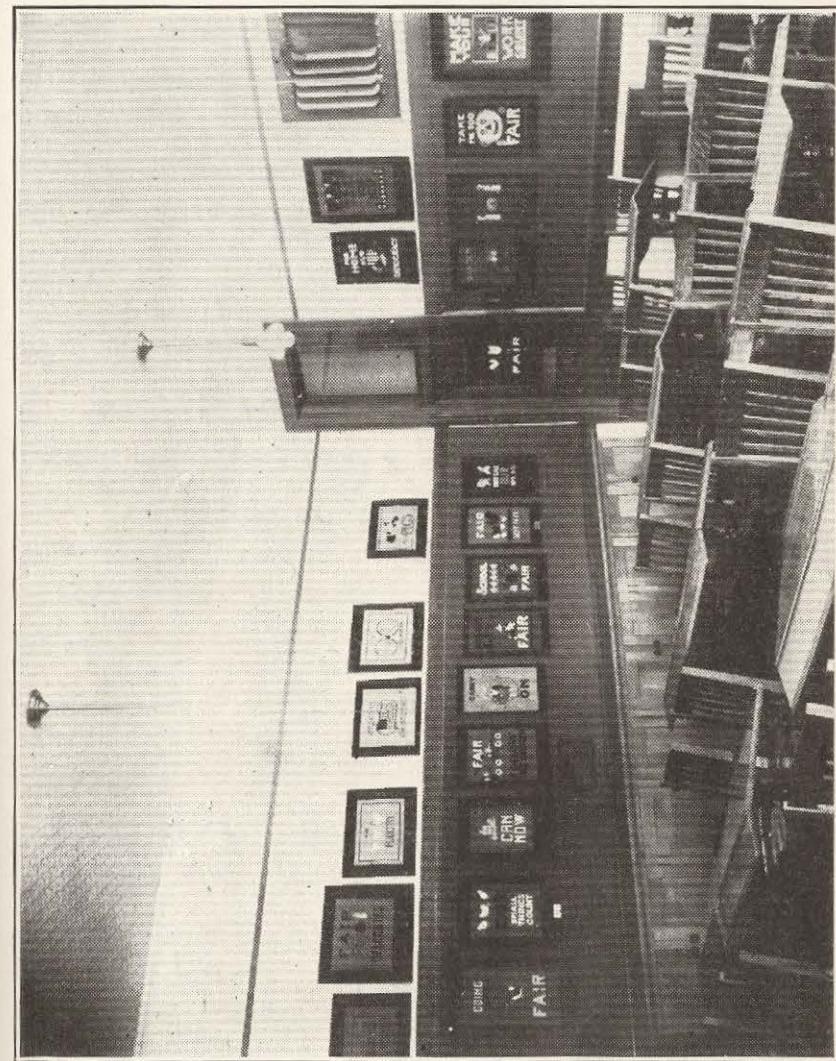
ers and visits to museums and places of historic interest. Miniature villages have been constructed, dolls in different national costumes and many curios showing the strange customs of foreign lands have been loaned by interested parents. In the Park School extensive use of lantern slides has been made to supplement the study.

The health lessons have been found one of the most important subjects in our curriculum. The specific work laid out in our course of study, together with the valuable help and detailed work of the school nurse has insured immeasurable benefits to the children and in many instances has been a means of education to the parents.

Health crusade classes were formed in many grades, and records are kept of statements of the daily duties performed by the individual child.

The course in physical training includes exercises progressively arranged for the development of correct posture and the building up of strong bodies. This work goes hand in hand with our health lessons. Games and folk dances, played out of doors when weather permits, contribute toward a high rate of physical fitness. Under the leadership of the teacher or of the boys and girls, it is a delightful sight to see classes of happy children on the school lawns, taking part in the "setting up drills" or playing games. It is a wholesome outlet for the physical energy of the pupils and always conducive to better work in their studies upon returning to their respective classes.

The work in drawing has been carried along on the same lines as in previous years, and closely related to other school subjects. This year a great deal of interest has centered around poster making, costume designing, lettering and making of scrap-baskets, and portfolios. At Thanksgiving, Christmas and Easter time, cards, booklets and small gifts were designed and made. Special mention should be given of the wonderfully attractive and original posters designed for our garden exhibit, concerts, games and other school activities. The exhibition of posters held in the Jarvie Memorial Library elicited much favorable comment. The contest for the honor of making a poster to adver-



tise our beautiful, prospective and much needed Community House was entered into with great zeal. Real seeds of co-operative interest were sown among the boys and girls whose enthusiasm doubtless was carried to their homes and the parents' interest thus aroused.

In the Manual Training Department where shopwork has been provided, the following partial list of the products will give an idea of the scope of this line of activity. Besides the regular planned course, the work has consisted in the repairing of desks, chairs, kindergarten sand table, and a dictionary stand. Signs for the lawn and a number of aeroplane vanes, birdhouses and kites have been constructed. Correlation with the work of the Agricultural Department has been accomplished by the making of coops, mash and feed hoppers. The mechanical drawing taught in connection with the work of this department has shown good results.

We may be justly proud of our work in Domestic Science, which has been made intensely practical. The lessons cover elementary processes in bread, biscuit, and cakemaking, also cooking vegetables, soups and fruits.

The classes in sewing have made various garments. All the eighth grade girls made their graduating dresses which consisted of middy blouses and plain skirts. The special work in sewing and cooking at the Carteret School has been along the same lines as planned last year.

Our work in music has shown excellent progress. Most gratifying is it to note that the pupils are gaining in the power to read music at sight. In the upper primary and grammar grades the children render the songs found in our basic music reader with little difficulty and many of the classes have the ability to sing two-part songs with ease.

The aim in all the work has been to develop artistic expression and musical feeling and to instill in the child a love for good music. Choral clubs and orchestras have been formed in several of our schools and they certainly do very creditable work.

The very valuable instruction given in the Agricultural De-

partment is explained fully in the comprehensive report of the supervisor which I herewith enclose.

Outline of a Four-Year Course in Gardening and Back-yard Poultry Keeping for Grades V to VIII Inclusive.

A. G. Pennell, Supervisor of Agriculture.

The course as outlined is given during the winter months and consists of twenty lessons each year, covering a period of twenty weeks. The periods are of one-half hour duration and are given in the various classrooms. The first year course is planned for Grade 5, the second year course for Grade 6, etc., so that by the time the pupil enters High School, he or she will have completed a four year course in gardening and poultry raising.

The Supervisor looks after the garden opportunities of the pupils, visiting them as often as possible, thus bringing the home and the school in closer relation. A model or demonstration garden is maintained under the direction of the Supervisor, where pupils and parents can feel free to assemble at any time for advice.

I do not wish to convey the idea that such a course would meet the needs and requirements of all communities, but simply submit this outline to show what is being done in Bloomfield with, I may say, a fair measure of success.

COURSE FOR FIRST YEAR—GRADE 5.

1. How Soils Are Formed.

- (a) Rain—frost—plant and animal life—winds, etc.

Materials.—Fossils—petrified wood—weathered rocks—pebbles.

2. Study of Soil Types.

- (a) Sand—clay—loam.

- (b) Terms organic—inorganic—humus and their meanings.

Materials.—Sand—clay—loam—leafmold.

3. Food Required to Grow Plants.

- (a) Nitrogen—phosphorus—potash and their sources.

Materials.—Charts with outline.

4. Fertilizers.
 - (a) How made.
 - (b) Why and how to use them.Materials.—Samples of various fertilizers.
5. To Show How Soils Hold Moisture.
 - (a) Perform experiments illustrating the point.Materials.—Sand—clay—garden soil—3 tubes—water.
6. The Effect of Lime on Soils.
 - (a) Perform experiments, illustrating flocculation.Materials.—Clay—lime—water—test tubes.
7. Cultivation and Mulches.
 - (a) Perform experiment mulching with dry soil and sawdust.Materials.—Three cans of soil—dry soil—sawdust—water.
8. Study of Conservation of Soil Moisture.
 - (a) Capillarity.
 - (b) Re-weigh cans from previous lesson.
 - (c) Level and hill culture.Materials.—Charts.
9. Plowing and Tillage.
 - (a) Discussion of plow and its parts.
 - (b) Further discussion on cultivation.Materials.—Small plow.
10. To Show How Plants Live.
 - (a) Roots—leaves—stems.Materials.—Lime—water—test tubes—model of sap flow in tree.
11. General Cultural Directions for Preparing a Garden.
 - (a) Spading—raking—marking rows.Materials.—Garden charts.
12. Back-yard Poultry: Its Advantages and Profits.
 - (a) General discussion on poultry to stimulate interest.Materials.—Pictures of small poultry plants.
13. Study of the Fowl.
 - (a) Outline chief parts, avoiding technical terms.Materials.—Chart showing anatomy of fowl.
14. Selecting the Breed.
 - (a) Whether for meat or eggs.
 - (b) Emphasize no one best breed.Materials.—Charts showing several standard breeds.
15. Poultry Houses.
 - (a) Requirements of a good house.Materials.—Photographs of several Bloomfield houses.

16. Feeds and Feeding.
 - (a) By means of charts give a standard ration for both grain and mash.
 - (b) Discuss the effect of the different feeds.
 - (c) Quantity to feed.
17. How to Set a Hen.
 - (a) Size of box to use, how often and what to feed, etc.

Materials.—Model of box to illustrate.
18. Rearing of Chicks.
 - (a) When to begin feeding.
 - (b) What to feed.
 - (c) Keep the hen confined.

Materials.—Sample of a good chick feed.
19. Sanitation in the Poultry Yard.
 - (a) The importance of cleanliness.
 - (b) Separation of sick birds.

Materials.—Chart listing equipment that must be kept clean.
20. The Keeping of Records.
 - (a) The importance of keeping records.
 - (b) How to keep them.
 - (c) Leg-banding.

Materials.—Chart showing a simple form of record sheet.

COURSE FOR SECOND YEAR—GRADE 6.

1. The Compost.
 - (a) How to make a compost.
 - (b) Materials that may be used.
 - (c) Its fertilizing value.

Materials.—Chart illustrating a compost heap.
2. How Plants Produce Seed.
 - (a) Discussion of the flower.
 - (b) Discussion of the fertilization of the corn plant.

Materials.—Specimen of corn plant.
3. Study of Seeds.
 - (a) How grown, collected and stored by the seedsman.
 - (b) Shape, color, size, etc.

Materials.—Frames containing eighteen different vegetable seeds.
4. Germination Tests of Seeds.
 - (a) Importance of good seed.
 - (b) The testing of a few varieties.
 - (c) Figure percentage of germination.

Materials.—Blotting paper, glass plates and seeds.

5. The Making of a Germination Table.
 - (a) Note results of previous lesson.
 - (b) Explanation of ruled form to tabulate results.

Materials.—Chart showing methods of tabulation.
6. Study of Peas and Cabbage.
 - (a) Cold weather crops.
 - (b) How and when to plant.
 - (c) How and when to plant cabbage seed indoors.

Materials.—Samples of seed, seed box, etc.
7. Study of Beets and Carrots.
 - (a) Root crops.
 - (b) How and when to plant.
 - (c) Thinning.
 - (d) Harvesting and storage.

Materials.—Samples of both seed and vegetables.
8. Breeds of Poultry.
 - (a) American.
 - (b) Mediterranean.
 - (c) Asiatic.

Materials.—Photographs of specimens of each breed.
9. Selecting the Flock.
 - (a) Fancy or utility.
 - (b) Vitality.
 - (c) Egg laying strain.

Materials.—Photographs illustrating fancy, utility, vitality.
10. Poultry Houses.
 - (a) Continuation from first year course.
 - (b) Methods of construction.
 - (c) Wind bafflers.

Materials.—Model of baffle, etc.
11. Feeds and Feeding.
 - (a) Continuation from first year course.
 - (b) Winter and summer feeding.
 - (c) Wet and dry mash.

Materials.—Charts showing rations, etc.
12. Handling the Flock during the Winter Monthss.
 - (a) Importance of litter.
 - (b) Duplications of summer conditions.

Materials.—Samples of straw (rye and oat), leaves, excelsior.
13. Green Foods for Poultry.
 - (a) Various green foods suitable for poultry.
 - (b) Sprouting oats. (How and when to feed.)

Materials.—Show oats in different stages of sprouting.

14. Selecting Eggs for Hatching.
(a) White and brown shell eggs.
(b) Discussion of shape and size.
Materials.—Samples of white and brown shelled eggs.

15. Incubation.
(a) Types of incubators.
(b) Temperature and moisture as factors.
(c) Turning of eggs.
(d) Care of machine.
Materials.—Charts showing different types.

16. Brooding of Chicks.
(a) From incubator to breeder.
(b) Temperature of brooder.
(c) Types of brooders.
Materials.—Charts showing different types.

17. How to Tell the Laying Hen.
(a) Discussion of comb, ear lobes, etc.
(b) Shanks.
(c) Pelvic bones.
Materials.—Specimens of a good and poor layer and also of a dressed bird to show pelvic bones.

18. Lice and Mites on Poultry.
(a) Lice (feather).
(b) Mites and their ravages.
(c) Methods to rid them.
Materials.—Specimens of both lice and mites.

19. Disinfectants and How to Use Them.
(a) Kinds of disinfectants.
(b) Strength to use.
(c) How to apply.
Materials.—Samples of several good disinfectants.

20. Selecting Birds for Show.
(a) A standard for each breed.
(b) Standard of Perfection. (What it is and how prepared.)
Materials.—Standard of Perfection.

COURSE FOR THIRD YEAR—GRADE 7.

1. Study of Lettuce and Radish.
(a) How and when to plant.
(b) Forcing lettuce.
(c) Inter-cropping.
Materials.—Samples of seed of several varieties.

2. Study of Beans.
(a) String beans. (How and when to plant.)
(b) Lima beans (pole and bush).
(c) Harvesting.
Materials.—Samples of seeds.

3. Study of Corn.
(a) How and when to plant.
(b) Succession planting.
(c) Harvesting.
Materials.—Samples of seed of several varieties.

4. Study of Tomatoes.
(a) Starting the seedlings.
(b) How and when to set out the plants.
(c) Varieties (early and late).
(d) Harvesting.
Materials.—Samples of seed, seedlings, etc.

5. Study of Cucumbers and Squash.
(a) Discussion of vine crops.
(b) How and when to plant.
(c) Intercropping.
(d) How to determine when ripe.
Materials.—Samples of seeds and fruit.

6. Hot Beds and Cold Frames.
(a) Difference between hot bed and cold frame.
(b) Uses.
(c) Management.
Materials.—Charts and photographs of same.

7. Construction of Hot Beds.
(a) Materials that may be used.
(b) How to construct.
Materials.—Model showing construction.

8. Methods of Transplanting.
(a) Discussion of change in environment.
(b) Tools to use.
(c) How to set the plant.
Materials.—Seedlings for demonstration.

9. Insects and Diseases that Attack Plants.
(a) Discussion of sucking and chewing insects.
(b) Discussion of blights.
(c) Control.
Materials.—Specimens of insects, etc.

10. Spray Mixtures.
 - (a) Discussion of materials used in spray mixtures.
 - (b) Common mixtures and how to mix them.

Materials.—Samples of commercial spray mixtures.
11. Sprayers.
 - (a) Discussion of the different types of sprayers.
 - (b) Importance of keeping sprayers in good condition.
 - (c) Operation of sprayers.

Materials.—Knapsack sprayer.
12. Spraying Demonstration.
 - (a) Field demonstration.

Materials.—Sprayer.
13. Construction of Feed Hoppers.
 - (a) Various types of hoppers.
 - (b) Construction.

Materials.—Models of different types.
14. Trap-Nesting.
 - (a) Its advantages and disadvantages.
 - (b) Discussion of trap-nest records.

Materials.—Charts showing trap-nest records.
15. Construction of Trap-Nests.
 - (a) Discussion of a simple and easily constructed trap-nest, showing details of construction.

Materials.—Model of trap-nest.
- 16-20. Discussion of Special Problems that May Arise.

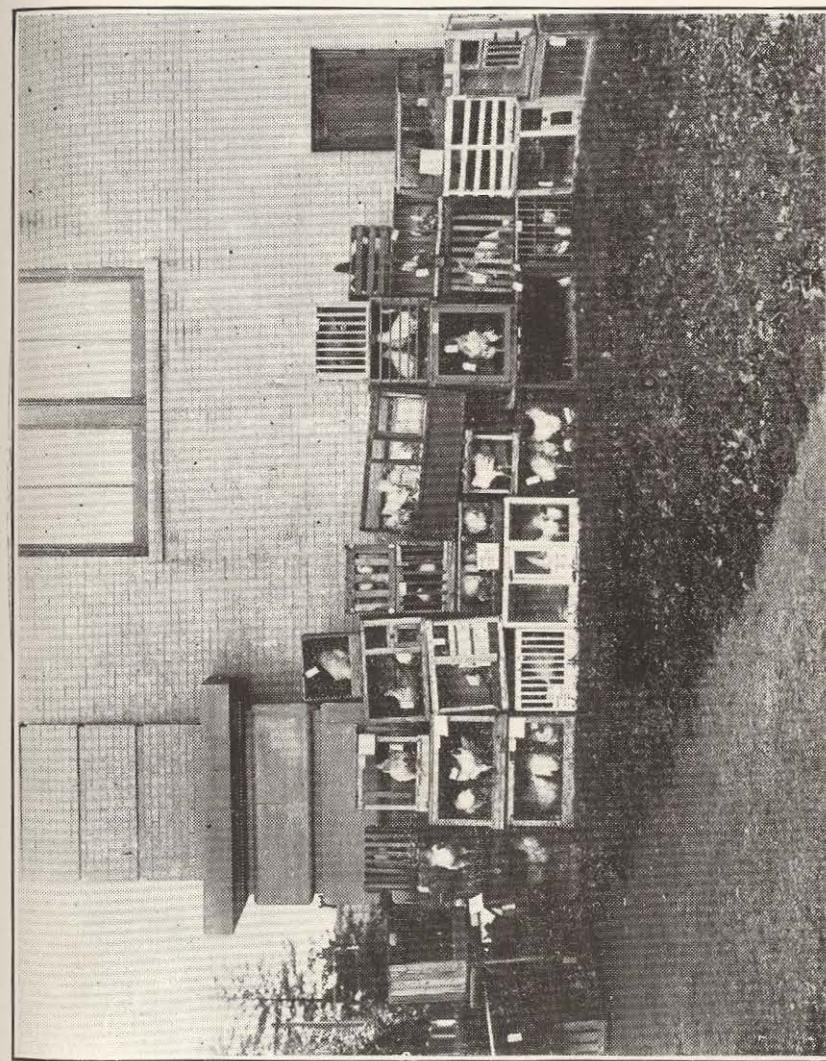
COURSE FOR FOURTH YEAR—GRADE 8.

1. Cover Crops.
 - (a) What are cover crops?
 - (b) Discussion of the different kinds.
 - (c) Why used.

Materials.—Samples of the different seeds, etc.
2. Legumes.
 - (a) What are legumes?
 - (b) Difference between legumes and non-legumes.
 - (c) Their value as a green manure.

Materials.—Samples of seeds and plant specimens.
3. Nitrogen Fixing Bacteria.
 - (a) What are bacteria?
 - (b) Where and how do they live?
 - (c) Beneficial and harmful bacteria.
 - (d) Inoculation.

Materials.—Specimens of legumes showing nodules, etc.



4. The Study of Wheat.

- (a) Importance as a food.
- (b) Wheat areas in the U. S.
- (c) Wheat products.

Materials.—Samples of wheat and its products.

5. The Study of Corn.

- (a) Importance as a food.
- (b) Corn areas in U. S.
- (c) Corn products.

Materials.—Samples of corn and its products.

6. The Study of Oats.

- (a) Importance as a food.
- (b) Oat areas in U. S.
- (c) Oat products.

Materials.—Samples of oats and its products.

7. The Study of Barley.

- (a) Importance as a food.
- (b) Barley areas in U. S.
- (c) Barley products.

Materials.—Samples of barley and its products.

8. The Study of Rye.

- (a) Importance as a food.
- (b) Rye areas in U. S.
- (c) Rye products.

Materials.—Samples of rye and its products.

9. Lawns and How to Make Them.

- (a) Preparing the soil.
- (b) Seeding.
- (c) Rolling.

Materials.—Samples of grass seed, together with charts showing steps in the making of a lawn.

10. The Care of Lawns.

- (a) What to do in the fall.
- (b) What to do in the spring.
- (c) What to do in the summer.

Materials.—Charts showing good and poor methods in the handling of a lawn.

11. Improving the Home Grounds.

- (a) The importance of pleasant home surroundings.
- (b) Neatness and orderliness.
- (c) Planning the picture.

Materials.—Photographs of attractive and unattractive homes.

12. The Planting of Shrubbery.
 - (a) Selection of the varieties.
 - (b) Plantings in the yard.
 - (c) Plantings about the house.
 - (d) Planting the borders.

Materials.—Charts listing various trees and shrubs.
13. The Mating of Fowls.
 - (a) Discussion of single mating.
 - (b) Discussion of double mating.
 - (c) Discussion of pen mating.

Materials.—Charts illustrating the different matings.
14. Line Breeding.
 - (a) What is line breeding?
 - (b) Its good and bad results.

Materials.—Chart showing plan of line breeding.
15. Construction of Wind Bafflers.
 - (a) Details of how to make a baffle.

Materials.—Model showing construction.
16. Preserving Eggs for Winter Use.
 - (a) Discussion of several methods and the principle involved.
 - (b) Water glass method.

Materials.—Water glass and egg.
- 17-20. Discussion of Special Problems that May Arise.

Opportunity Classes.

The work of our teachers who are caring for our retarded pupils, those whose mental age is three or more years younger than their physical age, is marked with painstaking, sympathetic devotion and represents a very important phase of our school system.

These pupils were selected with great care by the Simon-Binet test which was given under the direction of trained teachers. Lessons in all the fundamental subjects in these classes are given careful attention, but much of the time is devoted to chair-caning, rug-weaving, sewing and cooking.

In January it was found necessary to organize a similar class in the Brookside School. This class consisted of pupils who were more advanced mentally, and thus were able to accomplish more work in their academic studies. Here, too, the handwork

is given much attention. In a surprisingly short time the children of this class have caned thirty-four chairs and a willow couch, besides having made needle-cases, aprons, baskets and many other useful and ornamental articles.

Special Features.

The preceding comments refer to the unified work carried on in all departments. Besides these activities, each principal from time to time introduces some distinct feature that will arouse public sentiment or promote personal interest in their schools.

On June 4, a very attractive entertainment was held in the Berkeley School auditorium, the purpose of which was to raise money to purchase a bronze tablet to be placed on a large boulder on the front lawn of the schoolground. The inscription on the tablet reads "In Honor of the Berkeley Boys and the Men of the Berkeley School District who served their country in the Great War for World-Wide Liberty." Below this inscription are placed the names of the men who were killed or died in service.

In this school a violin orchestra has been started and is already doing very good work. It is expected a Glee Club will be organized next year; both organizations will help materially in the assembly work and in public entertainments.

At the Brookside School the method of having each class assume the responsibility of entertaining at stated periods the other grades of the school is very attractive and promotes a motive for the children to have a "class pride" as well as a "school pride" in working for a well rendered program. On occasions of this type, much use is made of correlating the language work and reading, by dramatizing the stories studied in the classroom.

Not to be able to use the spacious assembly room at the Center School is deplorable. The educative and enjoyable assembling of the pupils for morning exercises and entertainments is sadly missed. It is hoped very soon that fire escapes can be placed on this building so that the pupils may have the benefit of the use of the auditorium they have been deprived of for over a year.

However, this deprivation has not prevented many well-rendered "get-together" entertainments by the pupils in the individual classrooms, to which parents have been invited. On Arbor Day of last year, a tree was planted in memory of the soldiers from Bloomfield who gave their lives in the World War and who when boys had been part of the Center School. This year, on the Friday preceding Memorial Day, exercises were held on the school grounds. The children were grouped around the "memorial" tree, holding flags and blossoms, while they briefly reviewed what the soldiers had stood for, what they had tried to do, and how they had given their lives for their country in our defense.

Another splendid program was given at the Brookdale School to commemorate Memorial Day. The patriotic drills were well executed and showed the painstaking work of the teachers in charge. Having no auditorium the exercises were held in the Kindergarten rooms. Parents and friends of the school showed such keen interest and pleasure in the program that the crowded room, which necessitated some people standing all through the exercises, did not dampen their ardor. The school has a fine music club, which was formed at the suggestion of the children. It has its president and officers as a regular organized society and stands ready to help in all school functions.

At the Carteret as well as the Brookdale School there is need of an assembly room where exercises can be conducted and classes can be assembled for ethical and educational functions as well as instruction in chorus music. Much of educational value is lost where gatherings of this sort have to be given up or conducted in Kindergarten rooms that are not properly equipped for this type of work. At this school when all the pupils are brought together in the Kindergarten room, they fill every available space even having to sit upon tables. These poor accommodations do not dispel the pleasure and benefit derived from the gift of the Board of Education made the school of a Victrola and the Town Improvement Association of the ten dollars' worth of records. Not any "thank you" would be necessary after seeing the joyous, happy faces and the rapt attention of the children when the records are played.

The large auditorium at the Fairview School is used not only for getting the different grades together for morning exercises, chorus practice and entertainments, but every day it is used advantageously for physical training and rhythmic lessons conducted with music. An interesting May Day festival was given on the school lawn in which all grades took active part. The following original composition (one of a class set) written by a boy will show how every opportunity is used to correlate the work and give a motive for original thinking.

Our May Day Celebration.

"The May Day celebration will be held on May twenty-eighth. We have decided to hold it in our school yard. Pupils from each grade will take part.

"The Queen of the May was chosen from the fourth grade, a lovely blue-eyed, golden-haired little girl. She was very prettily dressed in a white dress and blue ribbons. She looked very much like a fairy and we all knew she would be the Queen of the May.

"We all will meet in the school yard at ten-thirty o'clock. We are to have a dance around the Maypole with the May Queen in the center. When the dance is finished we are to stand with the streamers in our hands and sing 'My Native Land Is Fair.' All the voices will blend in great harmony.

"After the exercises are over we will eat our lunch under the trees, then we will go home and tell our mothers what a splendid time we have had."

A unique entertainment at which both parents and children always get a lot of enjoyment, is the annual Hallowe'en celebration of the Watsessing School, when the children are dressed in costume and allowed to parade through the halls and classrooms. This year after the parade, Miss Gahagen, the school nurse, gave a talk to the parents on the "Care of the Health of the Child." At this school a fine orchestra is organized, which takes active part in the daily work, *besides* all outside functions. The fine military marching of the children is one of the particular phases of the work that elicits praise. The exercises on Flag Day took

the form of a memorial to the pupils of the school, who had had any part in the World War. Mr. Charles A. Hungerford gave a very instructive and interesting talk to the children. A program, consisting of choruses, recitations, folk dancing, and flag drills was also given by the children of the school.

The auditorium of the Park School is used exclusively for music work and assembling the classes for general instruction. The room is too small to accommodate all students in the school at one time, so that the work is divided by having all the eighth grade classes together at one period, and at another the seventh.

Park School, with its eighth grade graduation twice a year, its orchestra practice and chorus classes, has little free time for any other special activities.

Future Problems.

The need in the near future of additional room in all schools seems imminent. The building of many factories in different sections of the town will doubtless have an appreciable effect upon the home-making problem and an increase in enrollment in the schools will result.

This year, on account of limited classroom space, part-time classes have been held in the Berkeley, Brookside, Fairview and Watsessing Schools. The securing of a building on Glenwood Avenue for the Opportunity classes, which had previously been taken care of at the Center School, made it possible to avoid part-time classes there.

At Carteret, the transferring of the sixth grade to Berkeley School relieved the contingency of part-time classes, but made the problem at Berkeley very difficult, necessitating transferring pupils in the upper grades to either Watsessing or Center Schools.

A decided increase in the enrollment at the Carteret School is to be expected in the near future. Already many new homes have been built, and many are in process of construction. There is also a rumor with good foundation of many more houses to be erected. At the probable conjecture of one or two children from each of these new homes, there will be an influx of more

pupils than can be taken care of in that school, unless some children attend only part of the day.

Half-day classes in that section of the town would be exceedingly unfortunate. At present every classroom is occupied. All the sixth grade pupils will be sent next year to Berkeley School, which school is now crowded. The outlook for greater accommodation is looming ahead of us as a vital necessity.

The Brookdale School has ample room to take care of three more classes, which means that a hundred or more pupils can be taken care of conveniently there. If arrangements for the transportation of pupils were made, the congestion at the Brookside School, where part-time classes are now conducted, could be greatly relieved.

Thrift Record.

The old saying, "Save the pennies and the dollars will take care of themselves," seems to be well demonstrated by the following statistics. They show the amount saved in each school since January fifth, when the school saving system was installed by one of the local banks. This system was not installed in the High School until about May 1st. The number of regular savings bank accounts opened by school children is 744. Total amount saved to June 30th:

Berkeley	\$1572.21
Brookside	1029.49
Center	752.70
Fairview	865.84
Watsessing	948.70
Park	646.37
High School	140.58

Salaries.

The question of the teachers' salaries, always a serious problem, still presents some difficulties. We must have the best and the most efficient educators for our children in order that our school system may be kept up to the highest standard. Children should not be taught by teachers burdened with financial worries,

discontented, or anxious to leave because of more attractive compensation. We are now handicapped by the fact that higher salaries are paid in nearby municipalities; that some of our teachers have left to take up more remunerative positions in other lines of work; that others have applied for positions elsewhere and that superintendents from nearby towns have taken some teachers from our ranks because they are able to give higher salaries than we can give.

Appreciation and thanks are given to the Board of Education for doing all in their power last year to meet the salary crisis. The bonuses and increases granted have been a source of great comfort and will help tide the teachers over the coming year.

In closing I wish to take the opportunity to express my appreciation of the splendid spirit of co-operation shown by the principals, supervisors and teachers, and to thank you for the inspiration, help and sympathy you have always given me.

Respectfully submitted, IDA E. ROBINSON,
Supervisor of Elementary Grades.

GIFTS RECEIVED DURING THE YEAR.

From Miss Ida Freeman—5 pictures.

From Miss Mary Oakes—Complete outfit for mineralogical analyses, including two textbooks on the subject.

From Dr. Henry S. Potter—One organ pipe for use in the Physics Department.

From Westinghouse Lamp Co.—One Fleuss Pulsometer Pump for use in the Physics Department.

From the Western Electric Co.—Two quarts of Liquid Air for demonstration work during the year.

REPORTS OF MEDICAL INSPECTORS.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: Some of the 1200 pupils referred to me were those who were examined for vaccination and who had had no reaction. The number referred for physical defects was 450. Of the number examined after returning to school, after sickness, 117 were cured.

Number cases referred for treatment	824
Number cases treated	303
Number cases cured	117
Number cases improved	186

Yours very truly, G. VANE MORSE,
Medical Inspector.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: I take pleasure in handing you my report for the school year 1919-1920. There has been a marked improvement over last year in the school children's physical condition, thanks to the co-operation of the school nurse, principals and teachers. Without the follow-up plan-records, etc., we should not have accomplished so much. An open air school would be of great benefit to a good many children.

Fire escapes should be built at Center School, also an outside vent in the sewer pipe between the building and street.

Respectfully submitted, F. G. SHAUL, M.D.

REPORT OF SCHOOL NURSE

Total number of schools inspected	9
Visits made to homes	273
Treatments given in school	64
Visits of nurse to dispensaries	21
DEPARTMENT OF SCHOOL HYGIENE—PHYSICALLY DEFECTIVE.	
Defective Vision—	
Number of cases reported	359
Secured glasses	99
Consulted optician	57
Promise to consult optician	93
Disapprove of treatment	12
Left school	31
Eyelids, B.M.—	
Number of cases reported	16
Cases treated	6
Promise to consult physician	3
Disapprove of treatment	1
Enlarged tonsils—	
Number of cases reported	305
Operations	62
Consulted Physician	75
Promise to consult physician	73
Disapprove of treatment	16
Left school	30
Nasal obstruction—	
Number of cases reported	200
Operations	64
Consulted physician	59
Promise to consult physician	35
Disapprove of treatment	23
Left school	23
Defective teeth—	
Number of cases reported	1213
Treated and improved	232
Treated and cured	164
Promise to consult dentist	314
Disapprove of treatment	27
Left school	117
Defective hearing—	
Number of cases reported	26
Consulted physician	7
Improved	3

Promise to consult physician	2
Disapprove of treatment	3
Left school	2
Englarged cervical glands—	
Number of cases reported	153
Operation	2
Cases treated	11
Consulted physician	30
Promise to consult physician	27
Left school	11
Orthopedic defect—	
Number of cases reported	7
Cases treated	6
Anemia—	
Number of cases reported	41
Cases treated	6
Consulted physician	8
Promise to consult physician	4
Cases of exclusion—	
Excluded by school nurse	110
Suspected mumps	2
Suspected whooping cough	10
Suspected measles	5
Suspected chickenpox	5
Suspicious throats	4
Skin condition	1
Conjunctivitis	3
Pediculosis capita	80
Children referred to clinics—	
Eye, Ear, Nose and Throat	64
Dental clinic	57
Orthopedic clinic	7

MAE GAHAGAN, *School Nurse.*

IN MEMORIAM

JOSEPH S. STEVENS

DIED FEBRUARY 8, 1920

SCHOOL ENROLLMENT.

DAY SCHOOLS.

NET ENROLLMENTS 1919-1920.

No. 1. High School	488
No. 2. Berkeley School	668
No. 3. Brookside School	625
No. 4. Center School	476
No. 5. Brookdale School	154
No. 6. Carteret School	287
No. 7. Fairview School	589
No. 8. Watsessing School	609
No. 9. Park School	446
No. 10. Opportunity School	30
Total	4372

ENROLLMENT BY YEARS.

1890	1008	1907	2562
1893	1161	1908	2629
1896	1382	1909	2688
1897	1477	1910	2751
1898	1643	1911	2966
1899	1678	1912	3174
1900	1760	1913	3372
1901	1774	1914	3550
1902	1972	1915	3738
1903	2102	1916	3933
1904	2153	1917	3962
1905	2247	1918	4290
1906	2425	1919	4307
1920	4372		

DAYS' ATTENDANCE.

1902	244,000
1903	264,000
1904	288,000
1905	308,000
1906	337,900
1907	350,000
1908	371,000
1909	380,000
1910	392,000
1911	431,000
1912	455,000
1913	489,000
1914	521,000
1915	552,000
1916	579,000
1917	591,000
1918	585,000
1919	633,000
1920	611,000

EVENING SCHOOLS.

Net Enrollment 1904-1905.....	211	Total Attendance.....	2,673
Net Enrollment 1905-1906.....	232	Total Attendance.....	4,369
Net Enrollment 1906-1907.....	273	Total Attendance.....	5,076
Net Enrollment 1907-1908.....	268	Total Attendance.....	5,223
Net Enrollment 1908-1909.....	285	Total Attendance.....	7,405
Net Enrollment 1909-1910.....	284	Total Attendance.....	7,671
Net Enrollment 1910-1911.....	309	Total Attendance.....	7,087
Net Enrollment 1911-1912.....	321	Total Attendance.....	6,565
Net Enrollment 1912-1913.....	409	Total Attendance.....	10,436
Net Enrollment 1913-1914.....	461	Total Attendance.....	11,470 1/2
Net Enrollment 1914-1915.....	462	Total Attendance.....	11,829
Net Enrollment 1915-1916.....	496	Total Attendance.....	13,139
Net Enrollment 1916-1917.....	383	Total Attendance.....	10,182
Net Enrollment 1917-1918.....	380	Total Attendance.....	10,121
Net Enrollment 1918-1919.....	301	Total Attendance.....	6,031
Net Enrollment 1919-1920.....	322	Total Attendance.....	7,033

FINANCIAL STATEMENT

BLOOMFIELD, N. J., JULY 1, 1920.

To the Board of Education:

GENTLEMEN: I herewith submit the annual Financial Statement for the school year ending June 30th, 1920:

RECEIPTS.

Balances, July 1st, 1919, as follows:

Current Expenses	\$ 7,546 67
Manual Training	739 02
School Libraries	102 02
Repairs to Buildings	2,928 88
Purchase of Land	3,700 00
	\$ 15,016 59

Received from State, Current Expenses	\$ 94,861 02
" " Town, " " "	133,925 37
" " Loan, anticipating State R. R. Tax	4,536 83
" " Town, Repairs to Buildings, etc.	8,500 00
" " State, Manual Training	4,558 37
" " Town, Manual Training	5,000 00
" " State, M. T. Acct. 1918-1919	805 07
" " State, Library	90 00
" " Town, Library	400 00
" " Town, Teachers' Bonuses	32,000 00
" " Town, Increasing Fire Insurance	3,000 00
	287,676 66

Received from other sources:

Tuition	\$ 1,925 75
Interest on deposits	428 69
Redeposit on Purchase of Land Account	1,500 00
Miscellaneous receipts	1,955 06
	5,809 50

Total Receipts and Balances \$308,502 75

DISBURSEMENTS.

Current Expenses.

Teachers' Salaries (Day and Evening)	\$194,772 90
Teachers' Bonuses	30,925 00
Janitors' Salaries (Day and Evening)	13,879 04
Fuel	7,597 16
Transportation	1,307 00
Tuition	600 00
Salary Sec'y of Supt. and Expenses Supt. Office	1,358 60

Text Books	4,259 54
School Supplies (Day and Evening)	8,971 02
Apparatus	1,989 70
Janitors' Supplies	1,482 75
Light and Power	2,393 54
Medical Inspection and School Nurse	2,442 16
Attendance Officer—Salary and Supplies	555 31
Salary Sec'y Bd. of Ed., Printing Annual Report, etc...	1,361 35
Insurance	3,276 96
Wages Other Employees	1,434 63
Telephone Service and Incidental Expenses	631 64
	<hr/> \$279,238 30

Manual Training.

Teachers' Salaries	\$ 8,434 96
Material and Supplies	2,067 51
Repairs and Replacements	14 63
Paid Loan Account of 1918-1919 State M. T. Money	805 07
	<hr/> 11,322 17

School Libraries.

Library Books	504 43
---------------------	--------

Buildings.

Repairs, Equipment, etc.	\$ 11,119 86
Leasing Schoolrooms	300 00
	<hr/> 11,419 86

Purchase of Land.

Lot adjoining High School	5,200 00
---------------------------------	----------

Balances in Hands of Custodian.

Current Expenses	\$ 586 74
Manual Training	103 14
Library	94 09
Building	34 02
	<hr/> 817 99

Total Expenditures and Balances on Hand

Respectfully submitted,

EDGAR S. STOVER, *Secretary.*

RULES AND REGULATIONS

Elementary Schools, 8:45 to 12:00 M.
1:15 to 3:15 P. M.

Morning Recess 10 minutes.

Kindergartens, 8:45 to 11:20 A. M.
1:15 to 2:30 P. M.

High School, 8:15 to 1:30 P. M.

School doors open 20 minutes before the school sessions begin and close 30 minutes after school is dismissed in the afternoon. From December 1 to March 30, the buildings are open during the noon hours.

The Superintendent of Schools may order half-day sessions because of weather conditions.

Excuses for absence or tardiness must be signed by the parent or guardian, and state that the absence or tardiness was with the knowledge and approval of the signer or the equivalent. All lessons may be counted zero until made up in a manner satisfactory to the teacher. No lesson may be made up until an excuse has been accepted.

No charitable appeals may be laid before any class.

No person may visit any school or class to see any teacher or pupil upon personal business of any kind.

The schools are always open to the inspection of the public, and parents and citizens are cordially invited to visit them at any time.

Teachers are to be present at school 20 minutes before school opens and 30 minutes after school closes.

Teachers visit two days each year such schools as they may arrange with their superior officers, and report in writing. In addition, teachers may be absent on account of sickness two days in the year without deduction of compensation. Such sickness is certified in writing to the Superintendent. Cases of teachers absent more than twenty days in one school year and from whose salary the substitute's pay has been deducted, shall be referred to the Board of Education. Absence without accepted excuse leads

to deduction of salary in full. Special cases are referred to the Board.

The compensation of substitutes is \$4.00 per school day in Grades I to VIII, also in the Kindergarten, and \$5.00 in Grades IX to XII.

Principals will report in writing, monthly or oftener, failures of specialists or class teachers to be present upon the time set in these schedules and rules.

The duties of teachers include required attendance at school, grade, special and general meetings, not exceeding five in any one month. The duties of principals and specialists include required attendance at all meetings designated by the school authorities. Teachers and principals should visit the pupils' homes in the performance of their educational obligations to circumvent truancy, to quarantine cases of suspected disease, and to consult parents in their children's interests. The results of such visits, when unsatisfactory or otherwise noteworthy, are reported in writing to the proper authorities.

Tuition for non-residents shall be as follows:

High School, \$75 per year.

Grammar Grades, \$40 per year.

Primary Grades, \$20 per year.

JANITORS

To be in building at 7 A. M., or as much earlier as may be necessary to have the building ready for school, and to remain as long as there are teachers or pupils in the building, except that a janitor shall not be requested to remain later than six o'clock. The lunch period of the janitor will be arranged with the principal.

To take charge of the buildings during noon hour except when otherwise arranged with the principal.

To leave the buildings during school hours only with consent of the principals.

To sweep every room and hall every afternoon.

To empty all waste baskets every day.

To dust every room every morning before 8:30.

To clean thoroughly every blackboard once a week.

To clean every window inside and out three times each year.

To rake the yards and to keep them clean.

To keep the lawns mowed.

To clear the sidewalks immediately after snowfall.

To fill all inkwells once a week and to clean them every fourth Saturday.

To visit each building in the care of the heating as late at night and as early in the morning as is found necessary to get the rooms heated properly before the opening of school.

To report pupils to principals for discipline when necessary.

To allow no pupils in or about the buildings until 20 minutes before the opening of school and after school has been closed for a half hour, unless accompanied by teachers, except in cases of extreme cold or storm and except when games are being conducted on the basketball courts.

To allow no loitering of pupils or others in groups about the grounds at any time, but to allow playing as instructed by the principal.

In bad weather the janitors may open the doors twenty minutes earlier than the usual time.

To make repairs at the request of principals.

To report all needed supplies to the principals in good season.

In addition to observing the above duties a janitor is at all times to consider himself under the general direction of the Principal of the building and the Superintendent of Schools.

CALENDAR FOR 1920-1921

FIRST TERM:

Begins Wednesday, September 8, 1920.
Ends Thursday, December 23, 1920.

SECOND TERM:

Begins Monday, January 3, 1921.
Ends Friday, April 1, 1921.

THIRD TERM:

Begins Monday, April 11, 1921.
Ends Friday, June 28, 1921.

HOLIDAYS:

Columbus Day.
State Election Day.
Thanksgiving and day after.
Lincoln's Birthday.
Washington's Birthday.
Good Friday.
Memorial Day.

LIST OF GRADUATES

HIGH SCHOOL--JANUARY 27, 1920.

Ivison K. Allen	Albert Willis Fish, Jr.
Charles Frederick Amelung	Ida Garlock
Elizabeth W. Ashworth	Robert Garlock
Mildred Evelyn Berdan	Arthur Andrew Gibson
F. Geoffrey Boucher	Edna Jane Hilton
Harry J. Brady	Mabel Virginia Jenkins
Ethel Breuer	John J. Keohane
Elmer W. Brugmann	Mary C. Kilbride
Malcolm B. Catlin	Vera Langefeldt
Ethel Cohen	Constance Meyer
Edith Irene Cox	Martha Noble Peck
Helen Catherine Dailey	Albert F. Schwalm
Florence Geraldine Dirk	Editha Seibert
Marguerite Warren Dougherty	Malcolm Spinning
Margaret Edwards	Mildred Fairbanks Stone
James Reed Everett	Elisabeth Thomas
Wendell Phillips Felton	Helen B. Warrin
	Charles Kipp Weichert

CERTIFICATE. Robert C. Kallenberg

	HONOR PUPILS
Ida Garlock	Charles Weichert
Helen Warrin	Robert Garlock
	Mildred Stone

HIGH SCHOOL--JUNE 22, 1920.

Kenneth Moore Ball	Eva Dora Goldstein
John Bolton	Naomi B. Hardman
William Alphonsus Giblin	Mildred Hartense Ingalls
C. Miguel Harrison	Lillian M. Johnson
Charles Arthur Metzer	Ruth Helen Koeber
Oscar Townsend MacMillan	Tillie D. Kastner
Paul Louis Peters	Rena Hella Langefeldt
Walter Wilson Stephens	Grace Gladys Owen
Herbert L. Suplee	Patricia Pearl Pomeroy
Charles Arthur Wilhoft	Laura Frances Roth
Milton Raymond Winkler	Mary Catherine Raemsch
Robert C. Kallenberg	Louise Augusta Roth
Estelle Jeannette Baldwin	Elinor Kathryn Zauner
Ruth Collins	Lorraine E. H. Falecka

HONOR PUPILS. William Giblin

Townsend MacMillan	Laura Roth
Charles A. Wilhoft	Lillian Johnson

HIGH SCHOOL PUPILS HAVING PERFECT ATTENDANCE FOR
THE HALF-YEAR ENDING JANUARY, 1920.

Walter Anderson	Helen Heinz
William Anthony	Robert Hepburn
Dorothy Ayers	Virginia Higgins
Estelle Baldwin	Dennalla Hoyt
Charles Beck	Francis Ingalls
Mary Bowker	Dudley Jacobus
Elizabeth Bowne	Charles Johnson
Josephine Branagan	Ethel Jones
William Branch	Lee Jones
Mary Brennan	William Knipe
Clifford Brown	Forrest Lamb
Mary Carlucci	Vera Langefeldt
Malcolm Catlin	Eugenia LeRoy
David Causbrook	Genevieve Lennox
Dorothy Corle	Joseph Litvany
Ruth Crampton	Donald Lynch
George Dahl	Charles MacDonald
Ralph Dean	Dorothy Meeker
Bernadine Decker	Frances Mitchell
Grace Demarest	Helen Morton
Anna Mae Edwards	William McNeely
Charles Fairweather	Ellen Neuschaefer
Albert Fish	Dorothy Rassbach
Helen Gaffney	Lester Richards
Robert Garlock	Wilbur Roake
Rose Garlock	Marion Schulthess
William Giblin	Ethel Sharp
Arthur Gibson	Lillian Sohner
Helen Glowczynski	Henry Soutar
James Gordon	Margaret Speiden
Aileen Griffin	Ethel Stockton
Ethel Griffith	Gertrude Taylor
Ruth Griffith	Curtis Whitmore
Alfred Harker	Charles Wilhoff
Jennie Harrison	Milton Winkler

HIGH SCHOOL PUPILS HAVING PERFECT ATTENDANCE FOR
THE HALF YEAR ENDING JUNE, 1920.

Evelyn Anderson	Ruth Becht
William Anthony	Clarence Beck
Dorothy Armstrong	Elizabeth Bowne
Dorothy Ayers	Josephine Branagan
Estelle Baldwin	William Branch
William Bailey	Stella Brink

Mary Carlucci	Charles Johnson
William Carlucci	Ethel Jones
Kenneth Catlin	Eunice Knipe
Ruth Crampton	Francis Law
George Dahl	Joseph Litvany
Ralph Dean	Donald Lynch
Grace Demarest	Charles MacDonald
Anna Mae Edwards	Kathryn Moore
John Flouss	Helen Morton
Helen Gaffney	Ellen Neuschaefer
Joseph Gentile	Donald Penn
William Giblin	Dorothy Reynolds
Helen Glowczynski	Lester Richard
Aileen Griffin	William Roake
Ethel Griffith	Marion Schulthess
Edward Cruchacz	Ethel Sharp
Marie Hall	Edith Smith
Elizabeth Hanford	Herbert Soutar
Jennie Harrison	Ethel Stockton
Dorothy Hardy	Esther Susskind
William Havens	William Sutherland
Helen Heath	Gertrude Taylor
Helen Heinz	Charles Wilhoff
Anna Hemmer	Oliver Wilcox
Virginia Higgins	Hazel Wilson
Russell Hopkins	Milton Winkler
Alice Ingalls	Charles Zalenski

Mamie Zalenski

HIGH SCHOOL GRADUATES BY YEARS.

Year.	Diplomas.	Year.	Diplomas.	Year.	Diplomas.
1876	11	1891	15	1906	19
1877	5	1892	12	1907	17
1878	5	1893	18	1908	18
1879	2	1894	10	1909	25
1880	No record	1895	15	1910	14
1881	No record	1896	12	1911	20
1882	No record	1897	8	1912	30
1883	6	1898	8	1913	36
1884	12	1899	12	1914	57
1885	8	1900	9	1915	56
1886	4	1901	18	1916	47
1887	13	1902	13	1917	53
1888	9	1903	15	1918	63
1889	10	1904	17	1919	53
1890	6	1905	10	1920	63

PARK SCHOOL—JANUARY 30, 1920.

Evelyn E. Anderson	Elsie S. Taylorson
Dorothy T. Armstrong	Mary E. Tyrie
Viola E. Ballamy	Beatrice L. Vogelius
Ruth M. Becht	Irma E. Walton
Mildred Benjamin	Maxine E. Weichert
Natalie I. Bennett	Alice C. Weiss
Dorothy L. Borcher	Florence F. Whelan
Florine H. Bowie	Mamie S. Zalenski
Kathryn T. Boyce	James H. Bantin
Stella W. Brink	Harry Bell
Helen E. Burnett	James A. Campbell
Anna M. Claren	William A. Carlucci
Madeline C. Coe	Kenneth G. Catlin
Gertrude L. Corby	Theodore H. Eckert
Margaret H. Deutscherger	Paul W. Friedman
Marion R. Dougherty	Joseph Gentile
Minnie R. Epstein	Edward J. Gruchacz
Gertrude M. Fedde	David G. Hauck
Lois M. Hamilton	William C. Havens
Dorothy B. Hardy	Philip E. Hemeleski
Helen M. Heath	Harry Hilowitz
Anna B. Hemmer	Gustave Holmgren
Caroline A. Heuslein	Charles Hustler
Eleanor M. Hopper	Kenneth S. Ingalls
Helen N. Howat	Samuel R. Koppelman
Alice M. Ingalls	Francis A. Law
Florence A. Jacobus	John J. Lobel
Helen E. Kallenberg	Raymond Lubin
Stella A. Kamienski	Thomas MacGillivray
Lillian H. Kennedy	Felix J. McCormick
Eunice L. Knipe	Robert J. Maguire
Miriam M. Landow	Louis Neu
Jeanette Loesch	Leo Palmer
Abbie E. Martin	H. LeRoy Pearson
Marion H. McVea	W. Herbert Price
Kathryn E. Moore	Frank Puleo
Marion C. Perry	Henry G. Raab
Irene Pullen	Nathan H. Ram
Evelyn J. Pursley	George H. Schofield
Helen Romanowski	Francis C. Smith
Margaretta M. Salinger	Robert Smith
Edith J. Smith	William B. Smith
Cecelia Silverman	Ford W. Stevens
Marion Talmadge	Raymond V. Valentine

Oliver J. Willcox

Frederick B. Woodworth

Francis C. Wronski

Charles J. Zalenski

Girls wearing dresses made in Sewing Class.

HONOR PUPILS.

Margaretta Salinger	.....	Berkeley
Maxine Weichert	.....	Watsessing
Kathryn Moore	.....	Center
Eunice Knipe	.....	Fairview
Lois Hamilton	.....	Brookside

PARK SCHOOL—JUNE 24, 1920.

Theodore Abramowitch	Audrey E. Kimber
Minnie Arnold	George F. Kent
Herthel L. Allen	Elizabeth V. Lindsey
Warren H. Artopoeus	Wright L. Lind
Ruth E. Baechlin	Helen F. Levandoski
Mildred M. Balg	Edna M. MacConchie
Claire E. Barnes	Elsie Markowitz
Angeline M. Brunner	Joseph Mercurio
William K. Batzle	Edna L. Mertz
Florence Beardmore	George Maguire
Lucille I. Belton	Edward Mancini
Matilda W. Beckman	Edward P. Maroney
Susan F. Beyer	James G. Miller
William C. Bowker	Dorothy M. McKee
Mildred G. Causbrook	Anthony R. Mayo
Louis Brownstein	Joseph A. Morris
Florence E. Carlin	John L. McKeon
Albert J. Chance	Hilda Newman
Mary H. Clark	Samuel M. Nichols
Wilbur T. Conlong	Samuel C. Pierson
Jean J. Caulfield	Gertrude Panhorst
Dorothy F. Colvin	Marion E. Perkins
Marion H. Curren	Dorothy B. Preston
Warren R. Dalzell	Katherine C. Perry
Nettie A. Darling	Edna M. Peters
Arline E. Dodson	Dorothy V. Ratcliffe
James Y. Duncan	Blanche G. Rozewsky
Robert L. Ellor	Gordon Righter
Gunhild I. Ericson	Harriet E. Schlosser
Marguerite M. Fredericks	Ruth H. Schmidt
Mildred A. Ferguson	Jean M. Scott
Kathryn H. Fulcher	Emily S. Smith
Herbert A. Fisher	Florence B. Sobraski
Edward F. Fitzgerald	Edward Sempf

Alfred C. Fink
 Roberta D. Garrett
 Ida Garlock
 Gladys Griffith
 Howard W. Gibson
 Etta M. Grenger
 Eva C. Hanson
 Jean M. Harket
 Carolyn C. Hilton
 Ralph Hurlbert
 Myrtle I. Hollenbeck
 Helen M. Horan
 Elizabeth G. Hesse
 Edgar J. Huxter
 Adele M. Hosback
 Dorothy F. Jordick
 Florence R. James
 Davina M. Johnstone
 Herbert H. Karrash

Stella J. Zalenski
 Girls wearing dresses made in Sewing Class.

HONOR PUPILS.

Dorothy Ratcliff	Fairview
Edna MacConchie	Center
Emily Smith	Berkeley
Edward Mancini	Watsessing
Edna Mertz	Brookside
Nettie Darling	Brookdale

ELEMENTARY PUPILS HAVING PERFECT ATTENDANCE RECORD FOR THE YEAR 1919-1920.

BERKELEY SCHOOL.

Catherine Hildebrant	Edna Cunliffe
Joseph Cliff	Helen Speiden
David Daland	Herbert Robbins
Alfred Smith	Frederick Krenrich
Ruth McKee	Kenneth Garrabrant

BROOKSIDE SCHOOL.

Caroline Hopper	Harold Holmes
William Thatcher	Josephine Smith
Alan Brannigan	George Young
Stanley Spornski	Alexander Bobinski
Wanda Cieslinski	Edna Holmes

Josephine Zbikowski
 Mildred J. Shaffer
 Warren H. Shoner
 Paul R. Scheurer
 John F. Sitko
 Bertha M. Stalker
 Stella C. Samplawska
 Edna Spencer
 Henry R. Tait
 Marion F. Thompson
 Jeanne D. Thomas
 Laura Trainer
 Joseph Valese
 Anna T. Van Riper
 Wanda P. Wronski
 Robert A. Walker
 Dorothy M. Williamson
 John Young
 Sophie E. Zalenski

Elizabeth Holmes
 Joseph Carlucci
 Edward Jaeger
 Edward Zavistowski

CENTER SCHOOL.

Louise Shaul
 Gido Caruso

Michael Buckowski
 Frederick Claridge
 Catherine Gordon

BROOKDALE SCHOOL.

Hilda Diner
 Violet Boehme
 Florence Sandrni
 Grace Darling
 Lisa Roos
 Earl Howland
 Alice Campbell

Lincoln Waldron
 Irma Dirner
 Robert Smith
 Agnes Helwig
 Charles Binder
 Estelle Howland
 Emma Gibson

CARTERET SCHOOL.
 Harold Lee

FAIRVIEW SCHOOL.

Helen Morgan
 May Cerbi
 Mary Smith
 Florence Balmforth
 Olga Deutschberger
 Margaret Durboraw

Eileen Breuche
 Edgar Mitchell
 Eileen Porzer
 Ellen Williams
 Paul Smith
 Douglas Garrett

WATSESSING SCHOOL.

Robert Obreiter
 Gladys Leonard
 Wallace Lott
 Winifred Schoner
 John Bellamy
 Samuel Schafer

May Griffin
 Ernest Dangle
 Chester Leonard
 Florence Zalenski
 Marie Hoffmire
 Max Offohauker
 Josephine Zalenski

PARK SCHOOL.

Wright Lind	John Shaul
Albert Chance	Vera E. Schaefer
Mildred Ferguson	Mildred Balg
Francis Brannigan	Helen Levandoski
George Fornoff	Carl Martini
Frank Mencik	William Kerlin
Elsie Anthony	Fred Kraemer

Josephine Hall
Virginia Young
John Ruvo
Esther Browne
Helen Zawistowski
Dorris Ernst

Lucy Russo
Evelyn Bogart
Irma Ellor
Mary Emma Marshall
Mary Smith
Jessica Ratcliffe

OPPORTUNITY SCHOOL.

Daniel McCool.

TEACHERS, 1919-1920.

HIGH SCHOOL—No. 1.

(Broad Street and Belleville Avenue).

Ella L. Draper	Vice-Principal
Edgar S. Stover	Vice-Principal
Anne M. Smith	English
Clara E. Robinson	English
Alpheus D. Crosby	English
Ralph E. Kunkle	English and Mathematics
Fern A. Dickerson	English and Latin
Genevieve Crissey	Spanish and English
Elsa D. Schubert	French
Angeline C. Heartz	French and Latin
Edson J. Lawrence	Latin
Maude C. Gay	Latin
James P. Haupin	Mathematics
Harry R. Koehler	Mathematics
Fred L. Andrus	Mathematics and English
Jessie M. DeHart	Science
Robert L. Matz	History and Civics
Frank L. Godshall	History and Civics
Orton R. Smiley	Science
Otto J. Walrath	Science
Euphemia Carnwright	Commercial
A. Estelle Allen	Commercial
Lester P. Wager	Commercial
Edith C. Russell	Physical Training
William L. Foley	Physical Training
Olive M. Terhune	Teacher Clerk

BERKELEY SCHOOL—No. 2. (Bloomfield Avenue)

James R. Floyd	Principal
Eva E. Adair	Seventh Grade
F. Annette Whitney	Sixth Grade

Elizabeth Beaty	Sixth Grade
Gladys B. Niven	Fifth Grade
Beatrice I. Loughlin	Fifth Grade
A. May Wyker	Fourth Grade
Laura F. DePuy	Fourth Grade
Jennie E. Rapalje	Third Grade
Gladys R. Barry	Third Grade
Florence M. Brown	Second Grade
Helen M. Booth	Second Grade
Viola W. Davison	First Grade
Flora T. Dann	First Grade
Mildred C. Nicholson	Connecting Class
Hazel Brown	Connecting Class
Norma A. Moore	Kindergarten
Mary M. Peck	Kindergarten

BROOKSIDE SCHOOL—No. 3.

(Essex Avenue and Baldwin Street).

L. Arvilla Martin	Principal
Mabel Freeman	Sixth Grade
Wilhelmina J. Kentner	Sixth Grade
Edith M. Albinson	Fifth Grade
Mary M. Woodbury	Fifth Grade
Jessie L. Doolittle	Fourth Grade
Grace Reidenaur	Third Grade
Olive G. Williams	Third Grade
Mabel G. Padgham	Second and Third Grades
Ruth M. Kimball	Second Grade
Margaret S. Rodgers	First Grade
Mabel L. Staats	First Grade
Helen B. Lanterman	Connecting Class
Anna Feist	Connecting Class
Jeanette Higgins	Connecting Class
Dorothy B. Haley	Kindergarten
Edna D. Smith	Kindergarten
Olga B. Atchison	Retarded

CENTER SCHOOL—No. 4. (Liberty Street).

Elizabeth Otis	Principal
Grace P. Rissler	Sixth Grade
Ida M. Moore	Sixth Grade
Clara A. Cruikshank	Fifth Grade
Helen F. Brady	Fifth Grade
Florence Svenson	Fourth Grade

Frances Stonaker	Third and Fourth Grades
Mary E. Lawrence	Third Grade
Grace C. Chandler	Second Grade
Emily Benoit	Second Grade
Stella H. Smith	First Grade
Ruth G. Thomson	First Grade
Isabelle G. Morrison	Connecting Class
Alice E. Bailey	Kindergarten

BROOKDALE SCHOOL—No. 5.
(Upper Broad Street)

Emery A. Buffington	Principal-Seventh Grade
Jennie V. Chinnick	Fifth and Sixth Grades
Ethel P. Stevens	Third and Fourth Grades
Doris F. Hamilton	Second Grade
Hazel K. Morris	First Grade
Helen Klinefelter	Kindergarten

CARTERET SCHOOL—No. 6.
(Grove Street).

Charles V. Wolverton	Principal-Sixth Grade
Beatrice B. Wainright	Fifth Grade
Minnie B. Aue	Fourth Grade
Gertrude P. Lauffer	Third Grade
Edna M. Gillen	Second Grade
Marie Ratti	First Grade
Vera Lamb	First Grade
Eleanor Durr	Connecting Class
Ruth M. Leonard	Kindergarten

FAIRVIEW SCHOOL—No. 7.
(Montgomery Street)

Fred S. Bush	Principal
Elizabeth A. Sterling	Seventh Grade
Blanche Emmons	Sixth Grade
Anna S. Kentzel	Fifth Grade
Frances T. Leach	Fifth Grade
Alice F. Bleecker	Fourth Grade
Ruth Y. Meeteer	Third Grade
Madeline M. Noll	Third Grade
Beatrice M. Wood	Second Grade
Mabel E. Race	Second Grade
Ruth E. New	First Grade
Kate B. Haupin	First Grade
Eva M. Cook	Connecting Class
Evelyn French	Connecting Class

Olive T. Abeel	Kindergarten
Ruth V. Pratt	Kindergarten

WATSESSING SCHOOL—No. 8.
(Prospect Street)

Anna S. Agnew	Principal
Martha C. Raub	Seventh Grade
Elizabeth A. Terry	Sixth Grade
Caroline M. Bliven	Sixth Grade
E. May Clark	Fifth Grade
M. Mildred Wyker	Fifth Grade
Isabel F. Lindsay	Fourth Grade
Olive Daniels	Fourth Grade
Marie Biggart	Third Grade
Florence E. Keller	First and Third Grades
Ruth E. Struble	Second Grade
Margaret L. Richmond	First and Second Grades
M. Estelle Dodd	First Grade
Elizabeth C. Datesman	First Grade
Nellie V. Harvey	Kindergarten
Helen A. Morris	Kindergarten

PARK SCHOOL—No. 9.

(Belleville Avenue, near Broad Street)

Joseph C. Wilson	Principal
Mabelle C. Howard	Eighth Grade
Edith L. Beaty	Eighth Grade
Mabel A. White	Eighth Grade
Grace E. Jones	Eighth Grade
Anna Van Dyke	Eighth Grade
Lester W. Rice	Eighth Grade
Frederick I. Beckmeyer	Eighth Grade
L. Catherine Kingsley	Eighth Grade
Adelaide M. Reeder	Seventh Grade
Max Klein	Seventh Grade
Mary J. Sloat	Seventh Grade
Katherine A. Drake	Seventh Grade
R. Howard Woolson	Seventh Grade
Harold Brooks	Seventh Grade

OPPORTUNITY SCHOOL.
(Glenwood Avenue)

Maude L. Tuller	Special Class
Janet Duym	Special Class

MANUAL TRAINING DEPARTMENT.

E. Ruth Palmer, Director	Art and Handwork
Anna P. Thomas	Assistant
Lorena E. Babbitt	Assistant
S. Louisa Cook	Assistant
Clara E. Schauffler, Director	Household Arts
Clara N. Sutton	Assistant
Bertha G. Drisko	Assistant
S. E. Morton, Director	Shopwork
Albert F. Koehler	Assistant
Vivian H. Cady	Assistant
Charles H. Wilkins	Assistant

SUPERVISORS.

Ida E. Robinson	Elementary Grades
Esther Bowman	Music
Pauline Hatch	Physical Training
A. Gartside Pennell	School Gardens

SECRETARY TO SUPERINTENDENT.

Jennie R. Weller.

ATTENDANCE OFFICER.

Frank Zeidler.

JANITORS.

No. 1, High School	C. E. Conner
No. 2, Berkeley	Fred Conner
No. 3, Brookside	Joseph Gurney
No. 4, Center	J. G. Martini
No. 5, Brookdale	Wm. Sempier
No. 6, Carteret	J. Taylor
No. 7, Fairview	Victor Zawicki
No. 8, Watsessing	Moses Bender
No. 9, Park	John Krueger

BLOOMFIELD PUBLIC SCHOOL BOOK LIST.

TEXT-BOOKS FOR ELEMENTARY GRADES.

1920-1921

Readers:

The Standard Literature Series	Newson & Co.
Stories of the Red Children	Educational Publishing Co.
Treasure Island	D. C. Heath & Co.
Sure Pop and the Safety Scouts	World Book Co.
Peters and Brumbaugh Reader Series	Christopher Sower Co.
Safety First for Little Folks	Chas. Scribner's Sons
Story Steps	Silver, Burdett & Co.
Arlo, B. and E. Cobb	Hammert & Co.
Progressive Road to Reading Series	Silver, Burdett & Co.
Aldine Reader Series	Newson Co.
Sunbonnet Babies	Rand & McNally
Overall Boys	Rand & McNally
Lamb's Tales from Shakespeare	D. C. Heath & Co.
King Arthur and His Knights	Rand & McNally
Robin Hood and His Merry Men	Rand & McNally
Hiawatha Primer	Houghton, Mifflin Co.
The Summer's Readers Series	Lloyd-Noble-Adams
Carpenter's Geographical Series	American Book Co.
Winslow's Geographical Series	D. C. Heath & Co.
Carroll's Around the World Series	Silver, Burdett & Co.
The Dutch Twins	Houghton, Mifflin Co.
Baldwin and Bender Reader Series	American Book Co.
Riverside Literature Series	Houghton, Mifflin Co.
Peter and Polly Series	American Book Co.
Dramatic Reader for Lower Grades	American Book Co.
Dramatic Reader for Grammar Grades	American Book Co.
Story-Hour Reader Series	American Book Co.
Robinson Crusoe	Beckley-Cardy Co.
Elson—School Reader Series	Scott-Foresman Co.
Riverside Literature Series	Houghton, Mifflin Co.
Otis's Colonial Series	American Book Co.
Work-a-Day Doings on the Farm	American Book Co.
Horace Mann Reader Series	Longmans, Green & Co.
Kipling Reader Series	Appleton Co.
Our Country's Call to Service	Scott-Foresman Co.
Peter Pan	Silver, Burdett & Co.
Nature's Children	Houghton, Mifflin Co.
Bolenius Reader Series	Houghton, Mifflin Co.
The Early Cave Men	Rand & McNally
Story of Hiawatha	Educational Publishing Co.
Kendall Reader Series	D. C. Heath & Co.

A Watcher in the Woods	Century Co.
A Man Without a Country	F. A. Owen & Co.
Bunny Rabbit's Diary Reader	Little-Brown & Co.
Hide and Seek in Forest Land.....	Appleton & Co.
Writing Books:	
Palmer System of Writing.....	A. N. Palmer Co.
Arithmetic:	
Complete Business Arithmetic	American Book Co.
Brook's Mental Arithmetic	Christopher Sower Co.
Buker-Felter Arithmetics, Series 1-2.....	Silver, Burdett & Co.
Milne Standard	American Book Co.
Nicoll's Arithmetical Problems	Thompson, Brown Co.
Hamilton's School Arithmetic Series	American Book Co.
English:	
Higher Lessons in English.....	Charles E. Merrill Co.
Progressive Composition Lesson Series	Silver, Burdett & Co.
English Composition	Henry Holt & Co.
Hyde Series	D. C. Heath & Co.
Essentials in English	American Book Co.
Everyday English Composition	American Book Co.
Spellers:	
Barnes' New Spellers	A. F. Barnes
Hick's Champion Spellers Books 1 and 2.....	American Book Co.
Richards' Grammar Grades Speller	D. C. Heath & Co.
Geography:	
Practical Exercises in Geography	Silver, Burdett & Co.
Home Geography for Primary Grades.....	Educational Publishing Co.
Brigham & McFarlane—Essentials of Geography Series	American Book Co.
Deane's Geography of New Jersey.....	Silver, Burdett & Co.
Morris' Industrial and Commercial Geography.....	Lippincott
Haaren's First Notions of Geography.....	D. C. Heath & Co.
Home and World Series	The Macmillan Co.
History:	
Barnes Elementary	American Book Co.
Montgomery's Leading Facts	Ginn & Co.
Thwaites & Kendall—History of the United States.....	Houghton, Mifflin Co.
Bourne & Benton—Introduction to American History.....	D. C. Heath & Co.
Our Ancestors in Europe	Silver, Burdett Co.
Builders of Our Country	Appleton & Co.
Civics:	
Dunn's Community and the Citizen.....	D. C. Heath & Co.
Nida's City, State and Nation	The Macmillan Co.
Our Community	J. C. Winston Co.

Outlines:	
Pupils' Outlines for Home Study	Jennings Publishing Co.
Primary Bookkeeping Sets	Ellis Publishing Co.
Physiology and Hygiene:	
Conn's Series	Silver, Burdett & Co.
Dictionary:	
Webster's	American Book Co.
Concise Standard	Funk & Wagnalls Co.
Winston's Simplified	J. C. Winston Co.
Singing Books:	
Brewer Collection of Songs.....	Brewer Co.
Gaynor Song Book	John Church Co.
Rix's Assembly Song Book	A. S. Barnes Co.
Progressive Music Series	Silver, Burdett & Co.
Latin:	
The First Year of Latin—Gunnison	Silver, Burdett & Co.
Algebra:	
Gilbert & Sullivan's Practical Lessons in Algebra.....	The Macmillan Co.
Hall & Knight's Algebra for Beginners.....	The Macmillan Co
HIGH SCHOOL TESTS, 1920-1921.	
English:	
Halleck's History of English Literature.....	American Book Co.
Halleck's History of American Literature	American Book Co.
Painter's Introduction to American Literature.....	Sibley & Co.
Halleck's American Literature	American Book Co.
From Chaucer to Arnold	The Macmillan Co
Practical English for High Schools by Lewis & Hosc.....	American Book Co.
Brooks' English Composition I and II.....	American Book Co.
Woolley's Handbook of Composition	D. C. Heath & Co.
Chew's Practical High School Speller.....	Allyn & Bacon Co.
Oregon Trail	Ginn & Co.
Quentin Durward	Ginn & Co.
Silas Marner	The Macmillan Co.
Odyssey	Merrill & Co.
Sir Roger de Coverly Papers.....	Sanborn & Co.
Heydrick's Types of the Short Story.....	Scott-Foresman & Co.
Franklin's Autobiography	The Macmillan Co.
Gauss' Democracy To-day	Scott-Foresman Co.
Burke's Speech on Conciliation	Longmans & Co.
Macaulay's Life of Johnson.....	D. C. Heath & Co.
Carlyle's Essay on Burns	Sanborn & Co.
Irving's Life of Goldsmith	Ginn & Co.

Selections from Lincoln	Longmans & Co,
Washington's Farewell Address and Webster's Bunker Hill Oration	American Book Co.
Julius Cæsar	H. Holt & Co.
Macbeth	Merrill & Co.
Merchant of Venice	Merrill & Co.
Midsummer Night's Dream	Silver, Burdett & Co.
As You Like It	H. Holt & Co.
Arnold's Sorab and Rustum	Longmans, Green & Co.
Milton's Minor Poems	The Macmillan Co.
Robert Browning's Poems	H. Holt & Co.
Goldsmith's Deserted Village	The Macmillan Co.
Coleridge's Ancient Mariner	Sibley & Co.
Idylls of the King	Ginn & Co.
Democracy To-day	Scott-Foresman Co.
French Texts:	
Fraser & Squair's French Grammar	Ginn & Co.
Aldrich & Foster's Elementary French	Ginn & Co.
François's Introductory French Composition	American Book Co.
Marique & Gilson's French Composition	Ginn & Co.
Bruce's Grammaire Francaise	D. C. Heath & Co.
Snow and Lebon's Easy French	D. C. Heath & Co.
Simple French by Francois & Giroud	H. Holt & Co.
Short Stories for Oral French by Ballard	Scribner & Sons
Merimee's Colomba	D. C. Heath & Co.
Racine's Esther	D. C. Heath & Co.
Hugo's La Chute	D. C. Heath & Co.
La Cigale chez les Fourmis	American Book Co.
La Poudre aux Leux	American Book Co.
L'abbe Constantin	H. Holt & Co.
Le Siege de Paris	D. C. Heath & Co.
Conscript de 1813	H. Holt & Co.
Le Bourgeois Gentilhomme	Ginn & Co.
Pecheur de'Island	Ginn & Co.
Le Voyage de Monsieur Perrichon	H. Holt & Co.
Latin:	
Janes and Jenks' Bellum Helveticum	Scott-Foresman Co.
D'Ooge's Cicero	Sanborn & Co.
Knapp's Virgil	Ginn & Co.
Allen and Greenough's Latin Grammar	Ginn & Co.
Barss' Latin Prose	D. C. Heath & Co.
Bennett's Latin Grammar	Allyn & Bacon
Gunnison and Harley's Cæsar	Silver, Burdett & Co.
Beginning Latin	American Book Co.
French:	
Aldrich & Foster's Elementary French	Ginn & Co.

Bourgeois Gentilhomme	Ginn & Co.
Snow and Lebon's Easy French	D. C. Heath & Co.
François' Introductory French Composition	American Book Co.
Esther	D. C. Heath & Co.
Ballard's Short Stories	Scribner
Marique and Gibson's French Composition	Ginn & Co.
Fraser and Squar's French Grammar	D. C. Heath & Co.
Bruce's Grammaire Francaise	D. C. Heath & Co.
François et Giroud's Simple French	H. Holt & Co.
Merimee's Colomba	H. Holt & Co.
François' Advanced Prose Composition	American Book Co.
Dumas' La Fulike Noire	D. C. Heath & Co.
Corncille's La Cid	D. C. Heath & Co.
Lotis's Le Pechaur d'Island	Ginn & Co.
Spanish:	
De Vitis' Spanish Grammar	Allyn & Bacon
Hall's All-Spanish Method	World Book Co.
Alarcon's Novelas Cortes	Ginn & Co.
Waxman's A Trip to South America	D. C. Heath & Co.
Spanish Commercial Correspondence	D. C. Heath & Co.
El Espanol Commercial	M. D. Berlitz
History:	
Webster's Early European History, Part I	D. C. Heath & Co.
Outlines of European History, Vol. II, by Robinson and Beard	Ginn & Co.
Muzzey's American History	Ginn & Co.
Magruder's American Government	Allyn & Bacon
Ashley's New Civics	The Macmillan Co.
Elementary Economics, by Ely and Wickler	The Macmillan Co.
Mathematics:	
Milne's Standard Algebra	American Book Co.
Wells' Algebra for Secondary Schools	D. C. Heath & Co.
Stone-Millis Plane Geometry	Sanborn & Co.
Wentworth-Smith Plane and Solid Geometry	Ginn & Co.
Wentworth Plane and Solid Geometry	Ginn & Co.
Granville's Trigonometry	Ginn & Co.
Barber's First Course in General Science	H. Holt & Co.
Hunter's Civic Biology	American Book Co.
First Course in Physics by Milliken and Gale	Ginn & Co.
Lynde's Physics of the Household	The Macmillan Co.
Newell's General Chemistry and Manual	D. C. Heath & Co.
Chemistry of Common Things, by Brownlee and Others	Allyn & Bacon
Science:	
Chemistry of Common Things	Allyn & Bacon
Newell's Chemistry	D. C. Heath & Co.
Milliken and Gale's Physics	Ginn & Co.

Hunter's Elements of Biology	American Book Co.
Lynde's Physics of the Household.....	The Macmillan Co.
Smith & Van Buskirk, Science of Every Day Life.	Houghton, Mifflin Co.
Commercial Text:	
Complete Accountant	Powers & Lyons
Budget System	Powers & Lyons
Modern Illustrative Bookkeeping	American Book Co.
Expert Typewriting, by Fritz-Eldridge	American Book Co.
Rational Typewriting by Cutler and Sorelle.....	Gregg Publishing Co.
Pitman's Shorthand	Pitman & Sons
Sign of the Four	Pitman & Sons
Rowe's Commercial Law	H. M. Rowe & Co.
Van Tuyl's Commercial Arithmetic	American Book Co.
Finney and Brown's Commercial Arithmetic.....	H. Holt & Co.
Brigham's Commercial Geography	Ginn & Co.
Elements of Economics, by Burch and Nearing.....	The Macmillan Co.
Business English, by Hotchkiss and Drew.....	American Book Co.
Words, by Sorelle and Kitt.....	Gregg Publishing Co.
Palmer Penmanship	A. N. Palmer
20th Century Bookkeeping	South Western Pub. Co.
Bookkeeping and Accounting	H. M. Rowe Co.

INDEX

	Pages
Addresses	9
Agriculture, Report of Supervisor.....	18-29
Athletics	11
Attendance Officer	50
Berkeley School—Perfect Attendance Pupils.....	50
Teachers	52-53
Book List—Elementary Grades	57-59
High School	59-62
Brookdale School—Perfect Attendance Pupils	51
Teachers	54
Brookside School—Perfect Attendance Pupils.....	50
Teachers	53
Calendar for 1920-21.....	44
Carteret School—Perfect Attendance Pupils.....	51
Teachers	54
Center School—Perfect Attendance Pupils.....	51
Teachers	53-54
Classroom Work	14
Day Schools, Enrollment	37
Day's Attendance	38
Draper, Miss Ella L., Report of.....	6
Educational Measurements	13
Elementary Schools, Report of Supervisor.....	12-32
Book List	57-59
Perfect Attendance Records	50-52
Teachers	55
Enrollment by Years.....	37
Evening Schools, Enrollment and Attendance.....	38
Fairview School—Perfect Attendance Pupils	51
Teachers	54-55
Financial Statement	39-40
Future Problems	30
Gifts Received During Year	32
Grade Tests	13
Graduates—High School	45
Park School	48-50
High School—Book List	59-62
Graduates and Honor Pupils.....	45
Graduates by Years	47
Perfect Attendance Pupils	46-47
Teachers	52
Honor Pupils—High School	45
Park School	48-50
Household Arts	8
In Memoriam, Joseph S. Stevens.....	36

Janitors—List of	56
Rules	43
Library	11
List of Graduates and Perfect Attendance Records.....	45-21
Manual Training Teachers	56
May Day Celebration	29
Medical Inspectors, Report of	33
Meetings	12
Music	8
Opportunity Classes	26
Opportunity School—Perfect Attendance Pupils.....	52
Teachers	55
Park School—Graduates	48-50
Honor Pupils	48-50
Perfect Attendance Pupils	51-52
Pennell, A. G., Supervisor of Agriculture, Report of	18-26
Perfect Attendance Pupils—Elementary Schools.....	50-52
Park School	51-52
Report on School Work.....	5
Report—Miss Ella L. Draper.....	6
Medical Inspectors	33
Miss Ida E. Robinson	12-32
School Nurse	34-35
Edgar S. Stover	7-12
Robinson, Miss Ida E., Report of	12-32
Rules and Regulations	41-42
Salaries	31
School Enrollment	37-38
School Nurse, Report of	34-35
Secretary to Superintendent	56
Special Features	27
Stevens, Joseph S., In Memoriam	36
Stover, Edgar S., Report	7-12
Superintendent's Report	5
Supervisor of Agriculture, Report of	18-26
Supervisors, List of	56
Thrift Records	31
Teachers—Berkeley School	52-53
Brookdale School	54
Brookside School	53
Carteret School	54
Centre School	53-54
Fairview School	54-55
High School	52
Manual Training	56
Opportunity School	55
Park School	55
Supervisors	56
Watsessing School	55
Visits—Teachers and Pupils	10
Watsessing School—Perfect Attendance Pupils	51
Teachers	55